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by

Jose Alfredo Cervantes

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**The Treatise Committee for Jose Alfredo Cervantes Certifies that
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**Texas School Board President's Perspective on
Attributes of Hispanic Male Superintendent**

Committee:

Martha Ovando, Supervisor

Ruben Olivarez

Lisa Cary

Bret Champion

Bobby Ott

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Attributes of Hispanic Male Superintendent**

by

Jose Alfredo Cervantes, EdD.

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Dedication

This work is dedicated to the people who mean the most to me in my life: my wife, my children, my parents, and my brother and sisters.

To my wife, Mary, thank you for all of your love. I could never have completed this project without your support and encouragement. From the first class to the completion of the dissertation, you have been with me every step of the way; often having more faith in me than I did in myself. Thank you for all of the sacrifices you made on my behalf – and for always ensuring our children never wanted for anything, especially when I could not be there. You make my life complete, and you will forever be my “True Companion”. I love you.

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Texas School Board President's Perspective on Attributes of Hispanic Male Superintendent

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Jose Alfredo Cervantes, EdD.

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Supervisor: Martha Ovando

Previous research offers insights about characteristics of successful superintendents and provides generic lists of attributes (Collins, 2005 and Schleuning, 2003). However, little is known about specific characteristics of Hispanic male superintendents who have been successful in ascending to a superintendent position (Padilla, 2003, Garza, 2003 and Rueda, 2002). Given the current need to select superintendents who reflect the current population changes, further inquiry of the personal and professional attributes from a board presidents' perspective is needed with a specific focus on male Hispanics who have been selected to serve as superintendent. The purpose of the study is to identify attributes (characteristics) that Texas school board presidents believe are important when having selected a Hispanic male superintendent.

The study investigated four research questions: (a) the perceptions of Texas public school board presidents regarding the most important personal attributes when having selected a Hispanic male superintendent; (b) the perceptions of Texas public

school board presidents regarding the most important professional attributes when having selected a Hispanic male superintendent; (c) the size (student enrollment) of a school district affect the perception of school board presidents regarding the important attributes; and (d) geographic location affect the perception of school board presidents regarding the important attributes?

The study followed a quantitative research paradigm. A descriptive research design approach was used. Thus, a survey was used as instrumentation to collect data (Schleuning, 2003). Texas public school board presidents' who were serving, and who selected and hired Hispanic male superintendents for 2008-2009 school year were surveyed. Data was analyzed: using descriptive statistics including means and standard deviations, one-way analyses and analyses of variance.

Findings revealed that Texas public school board presidents regarding the most important personal attributes when having selected a Hispanic male superintendent are; level of education, previous experience in school administration, and years of experience in education. The most important professional attributes are; honest/fair standards, personal integrity, and visionary leadership. Findings also suggest that enrollment size and geographic location does not affect the perception of school board presidents when selecting a Hispanic male superintendent.

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Chapter I: Introduction

One of the most influential individuals responsible for whatever new paradigm of education that evolves from this century's educational retooling is the school superintendent. The superintendent is first and foremost the chief academic officer (Spillane & Regnier, 1998). Of the superintendents in the United States, African Americans account for 5.3 percent, and Hispanics account for 2.7 percent. The school districts where most minorities serve as superintendents are located in the Southwest and Southeast; these are areas that have large minority enrollments (Glass, Björk, and Brunner 2000). For instance, there are 1.4 percent of Hispanic male superintendents in 2000. Even though, the Hispanic population constitutes approximately 12.5% of the total U.S. population.

According to the study, Texas Education Agency listed 1,075 superintendents in the state of Texas. Hispanic male superintendents in the state of Texas are 85.1 (7.9%). While this number of Hispanic male superintendents is encouraging, this does not correlate with the population trend illustrated by the 2000 Census. So, it is relevant to investigate who these Hispanic male superintendents are and who have been successful in ascending to the superintendency and what characteristics they share that is important to school board presidents.

This chapter provides a framework of the purposed study. More specifically, this chapter includes (a) statement of the problem, (b) purpose of study, (c) research questions, (d) methodology, (e) definition of terms, (f) delimitations, (g) limitations, (h) assumptions, (i) significance of the study and (j) summary.

STATEMENT OF THE PROBLEM

In the year 2000, Texas population grew more than expected, to 20.8 million up from 16.9 million in 1990, with significant growth among minorities in the biggest cities and along the Texas-Mexico border. Hispanic and Black populations grew faster than did the Anglo population. It is expected that if trends continue, Hispanics would become the nation's largest minority group by 2020, thereby making the Hispanic student population the dominant culture in our classrooms (Hodgkinson, 2000). However, the superintendency is still dominated by White, non-Hispanic males (Chance & Neuhauser, 1989; Radcliffe, 1998). Therefore, the ethnic make up of our educators and school leaders including school superintendents does not represent these trends (AASA, 2000).

There are, and will continue to be, school superintendent positions that need to be filled, and studies indicate that we do not have an adequate pool of candidates (Cooper, 2000, AASA, 2000). The pool and quality of superintendent candidates have declined drastically over the years, mainly because of the stress of the position (Burdick, 1996). Therefore, selecting and hiring the best-qualified superintendent is critical.

Previous research suggests that there has been a greater concern on the part of educators and school board members alike about the competencies, professional qualities, and personal characteristics of school administrators, especially school superintendents. With the high turnover rate and the inadequate pool of qualified candidates, the professional attributes of the applicants became important to search committees and boards of education (Johnson, 1996) as they recruit and select school superintendents. In 1995, Gulley completed a study that systematically described the attributes and characteristics possessed by five Hispanic women who held leadership positions in

Southwest Texas and concluded that there is a need for a study of Hispanic women in positions at different levels within a public school system.

Most recently, Davila (2002), recommended further studies be conducted on how school board members and search firms recruit and select potential candidates. She also commented, “that females and minorities would benefit by becoming aware of possible stumbling blocks in their career paths (p.136-8).” According to Collins (1987), “Hispanic women bring personal and cultural attributes that may be politically and symbolically useful. They bring personal attributes associated with the Hispanic culture and community. They bring emotional energy (p.564). Eulalio G. Garza, III (2003) calls for research to examine school board members’ attitudes toward hiring ethnic minority and female superintendents (127). However, it is the studies of Collins (2005) and Trujillo-Ball (2003) that sets the stage for this study. Trujillo-Ball (2003) affirms that more research needs to be conducted on the assigned attributes from society of women and minorities in gaining leadership positions in education. In the Collins (2005) study, the personal and professional characteristics examined in his research were related to the importance of board presidents identifying specific characteristics when selecting their superintendent candidates. Finally, Schlueing (2003) examined the perceptions of school board presidents in Iowa regarding the importance of selected personal attributes and professional attributes of superintendent candidates. However, such study was conducted with superintendent candidates. Therefore, few studies have attempted to determine superintendent characteristics with a focus on Hispanic male superintendents and from board president’s perspective. Given the current need to select Hispanic superintendents who reflect the current demographic changes, further inquiry of the personal and professional attributes from a board president’s perspective is needed with a specific focus on male Hispanics who have been selected to serve as superintendent.

PURPOSE OF THE STUDY

While there has been research conducted on minorities in educational administration and more specifically on Hispanic females in the superintendency position, there has been limited research and data on the superintendency focusing on male Hispanics. Therefore, the purpose of the study was to identify attributes (characteristics) that Texas school board presidents believe are important when having selected a Hispanic male superintendent.

RESEARCH QUESTIONS

The following research questions guided this study:

1. What are the perceptions of Texas public school board presidents regarding the most important personal attributes when having selected a Hispanic male superintendent?
2. What are the perceptions of Texas public school board presidents regarding the most important professional attributes when having selected a Hispanic male superintendent?
3. How does the size (student enrollment) of a school district affect the perception of school board presidents regarding the important attributes?
4. How does geographic location affect the perception of school board presidents regarding the important attributes?

METHODOLOGY

This study followed a quantitative research paradigm. The survey instrument used in this study was developed by Michele Schleuning (2003) and adapted with permission (Appendix B). Patten (2004) describes the purpose of using a survey as means to describe the attitudes, beliefs, and behaviors of a population. This method of surveying allowed the researcher an opportunity to include the entire population of school board presidents, who had a Hispanic male superintendent for the 2008-2009 school year in Texas, by means of a systemic, efficient, and cost effective method. It is with hope that this method will help increase a greater population of those 85 school board presidents, than would it be possible through personal interview, e-mail or telephone surveys.

SIGNIFICANCE OF THE STUDY

This study attempts to add to the literature by identifying attributes of Texas Hispanic male superintendents as perceived by school board presidents. The results of this study may contribute: (1) to empirical data for use when seeking to fill a superintendent vacancy for potential superintendent candidates, school board members, and members of search committees, (2) to the expansion of the knowledge base of preferred superintendent candidate qualities and may be relevant to school board members, superintendent candidates, and institutions that provide training for superintendents (3) provide to state or national organizations (TASB, NSBA, ALAS, TASA, etc..) specific information about attributes that would help identify successful attributes of superintendents for current or aspiring superintendent and school board training.

DEFINITION OF TERMS

Several terms were important to this study and will be defined below.

1. **Attributes:** A quality, property, or characteristic of somebody or something.
2. **Board of Trustees:** The board of trustees is a body corporate that governs and oversees the management of an independent school district (§11.151 (b), Texas Education Code, 2002).
3. **Board President:** The board president holds the position as chair of the board of trustees, facilitates regularly scheduled school board meetings, and may also be called board chair (Goodman, 1997 p.13).
4. **CEO (Chief Executive Officer):** Will refer to the superintendent of schools as appointed by an organized school district in Texas.
5. **Culture:** A body of beliefs, usage and sanctions which are transmitted entirely by social means and administered to growing individuals by example, precept, and discipline...It constitutes the milieu, a body of influences which are necessary for the development of the individual mind in such functions as language, spoken and written forms. (Ortiz, 1982 quoting Baldwin, J., 1913a:p. 129-130).
6. **Hispanic:** A term that is often used to refer collectively to all Spanish-speakers. However, it specifically connotes a lineage or cultural heritage related to Spain. This term will refer to any person of Latin American descent living in the U.S.; one of Cuban, Mexican, or Puerto Rican origin.
7. **School Board:** A school board is another term for board of trustees.
8. **School Board Member:** A school board member is a locally elected member of the community who serves on the school board and is a representative of the body corporate to the public.

9. **Superintendent:** The superintendent is the chief educational leader and spokesperson for a school district that handles and oversees the day-to-day operations of the district (Carter & Cunningham, 1997).

DELIMITATIONS

The main focus of this study was on perceptions of board presidents related to Hispanic male superintendent's attributes only. It did not take into consideration management styles nor did it aim at evaluating the Hispanic male superintendent credentials or preparation programs. However, all of the school board presidents represented were from Texas public schools only. Therefore, this study's findings may not be generalizable to all Hispanic male superintendents.

LIMITATIONS

The study was limited by the following factors:

1. Results of this study reflected the perceptions of Texas school board presidents who participated in the study and may not be generalized beyond that population.
2. The survey instrument was from a study conducted by the Illinois Association of School Boards as developed by Michele Kelly Schleuning, Ed. D.
3. The data was limited by the accuracy, understanding, and honesty with which the subjects respond in sharing personal information (Borg & Gall, 1983: Good, 1972).
4. Limitations exist with influence of social desirability. Influence of social desirability is defined as when many people give answers they think are socially acceptable (Salant & Dillman, 1994, p. 40). Finally, nonresponse error suggest

that nonresponders may change the outcome of responses if a large number of people cannot be reached or refuse to participate and if nonresponders are different from respondents in the study (Salant & Dillman, 1994).

ASSUMPTIONS

This study is limited by its quantitative research design known as hard science. However, there were several assumptions that identified the external influences that were potential risks to the successful implementation of this study.

1. The researcher was impartial in collecting and analyzing the questionnaire data.
2. The individual who returned the survey is the individual who completed the survey.
3. The questionnaire was an appropriate instrument to use in surveying the perceptions held concerning attributes of Hispanic male superintendents by board presidents.

SUMMARY

This study introduced Texas school board president's perspectives on attributes of Hispanic male superintendents. Additionally, this chapter provided: (a) statement of the problem, (b) purpose of the study, (c) research questions, (d) methodology, (e) definition of terms, (f) delimitations, (g) limitations, (h) assumptions, (i) significance of the study. Chapter II will serve as an exploration of the review of literature.

Chapter II: Review of the Literature

If the job of superintendent had a wrapper, it might be labeled “Hazardous to Your Health,” or at least “Dangerous to Your Career” (Sharp, 1997, p 17). And, everyone in education is aware of this. People who become superintendents know there is a risk of not having their contract renewed. According to the American Association of School Administrators (AASA) 2000 study, “It is anticipated that 8,000 new superintendents will have to be hired in the next eight years, with nearly half of those needed in districts serving students in rural areas and small towns” (AASA, p.37). Recent studies show that the historical turnover rate of superintendents in Texas is nearly 16 percent per year. In 1990, the turnover rate of school superintendents in Texas was approaching 19 percent per year, a substantial increase above the national average at that time (Giles & Giles, 1990). Data reported by the Texas Education Agency (TEA) during 2006-2007 school year shows the ethnic makeup of Texas male superintendents to be 86 percent white, 4 percent black, 1 percent other and 9 percent Hispanic. This illustrates that although some progress has been made and a few Hispanic males have achieved the position of superintendency, there is still under-representation in regards to mirroring the current, and most probably, the future student population.

In a 2006 study, Glass reported that more women are entering the superintendency, but the number of minority superintendent members remains small, at 6.1% (Glass, T.E., 2007. p. xix). The under-representation of Hispanics in the Texas superintendency is particularly salient given increasing numbers of Hispanics in the U.S. Growth in the Hispanic population over the past decade has been significant. The 2000 Census reported that there are now 35.3 million Hispanics in the United States, a 58% increase since the 1990 Census. This means that Hispanics now constitute approximately

12.5% of the total U.S. population. Hispanics currently surpass African Americans as the nation's largest minority group. If population growth translates into increased political and economic clout, then we should expect the structure of opportunities for qualified Hispanics to improve over time. However, the Hispanic representation in the position of the superintendent in the state of Texas has not kept pace with population growth. The overall proportion of Hispanics who are superintendents in the state of Texas is much lower than its white counterpart. In 2007-2008, Texas Education Agency implemented the Public Education Information System (PEIMS) instrument which revealed some startling facts. According to the PEIMS, the Texas Education Agency listed 1,075 superintendents in the state of Texas. Of the 1,075 superintendents in Texas, only 85 were listed as male Hispanics. The insignificant number of Hispanic male superintendents does not correlate with the population.

Studies completed by Rutherford, Ortiz and Strachan (2001) provide both theoretical and practical insights into the evolving position of the school superintendency, especially the implications and inferences regarding superintendents' leadership and team management skills. The topic is a complicated one because of multiple perspectives, explanatory models, political persuasions, minority and gender issues, and approaches to practice (Rutherford, 2001; Ortiz, 2000; Strachan, 1999).

While there has been research conducted on minorities in educational administration and more specifically on Hispanic females in the superintendency position, there has been limited research and data on the superintendency focusing on male Hispanics. Therefore, this review includes an examination of what is known about male Hispanic Superintendents. It addresses the following areas: a brief history of the superintendency, general attributes of successful superintendents, status of the Hispanic male superintendency, and previous research on Hispanic male superintendents. It

concludes by highlighting areas for further research that might contribute to and enhance understanding of the characteristics of successful Hispanic male superintendents.

HISTORY OF THE SUPERINTENDENT

The position of school superintendent was created approximately 196 years ago. New York is credited with appointing the first state superintendent in 1812 (Norton, 1996). Other states quickly followed suit. The creation of this position came about due to the growth and industrialization of America. It was realized that the education process had become too demanding for local boards of education. In fact, the consolidation of smaller schools and the growth of cities created more involved and complex administrative duties for local school boards. Because of this, the superintendent position evolved (Schleuning, 2003). Archival records from the 1800's provide data that trace the roots of the superintendency back to Louisville, Kentucky, in 1837 (Gilland, 1935). The initial inhabitants of this position had duties that were clerical, statistical, business, and financial (Griffiths, 1966). The position of superintendent in those early days was created to assist the school boards in the day-to-day operations of the school district, but the school board itself was the body that was responsible for the administration of the school district (Glass, 1992). One of the first superintendents, who happened to have been a Baltimore school board member, Reverend J. N. Chilton, visited the schools, kept office hours, and made reports to the public. Reverend Chilton was initially named treasurer, but the position provided such a benefit to the districts that eighteen years later, the title was changed from treasurer to superintendent of Schools (Griffiths, 1966). Between 1837 and 1850, 13 urban school districts established the position, and by 1890, most of the major cities had followed suit (Kowalski, 1999). The early superintendents served

mostly as secretaries to the board of education, as most boards during this time period functioned as the executive and legislative bodies (Owen & Ovando, 2000).

Glass (1992) further noted that superintendents did not take the day-to-day controls from the school boards immediately. Instead, he described a process of defining the current roles of superintendents and school boards as a contest, much like a sporting event, with each side gaining and giving responsibilities over time. This process began with the superintendents performing duties of assistants to the school board, and evolved through the period of Frederick Taylor's scientific management, through the superintendents as the educational "experts," through the social conflicts of the 1960's and 1970's, and finally, through the era of reform that began in the 1980's and continued through the 1990's. During these periods, the role of the superintendent changed along with the relationships that were shared by the superintendents and school board.

At the present time, the position of the school district superintendent is defined as the chief educational officer within the local district and also as the chief administrative officer of the school district's professional staff. The superintendency has been recognized as pivotal in helping school boards create and adopt educational missions, visions, goals, contents, and structures. In 1996, D. E. Griffiths summarized the tasks of the superintendency into four categories:

1. Imposing all aspects of the instructional program,
2. Assuming responsibility over all aspects of personnel administration,
3. Managing all funds and facilities and,
4. Interpreting the schools to various significant publics.

The Texas Education Code describes the superintendent as the educational leader and chief executive officer of the school district (Texas Education Code, S. 11.202, 2001) and the superintendent plays an important role in the determination of the educational

actions of the school district. The superintendent's ability to lead the vision building process, help promote student achievement activities, and select appropriate staff leads to the effectiveness or ineffectiveness of the district (Keane & Moore, 2001).

To better understand today's complexity of the superintendency, it is important to review the performance areas that define the role of the superintendent. For instance, the role and duties of the superintendent in the state of Texas are described by the Texas Education Code 11.201. According to this section of the code, the educational leader and chief executive officer of the school district is the superintendent. The following is the list of duties of the superintendent in the state of Texas:

1. Assuming administrative responsibility and leadership for the planning, operation, supervision, and evaluation of the education programs, services, and facilities of the district and for the annual performance appraisal of the district's staff;
2. Assuming administrative responsibility for the assignment and evaluation of all personnel of the district other than the superintendent;
3. Making recommendations regarding the selection of personnel of the district other than the superintendent;
4. Initiating the termination or suspension of an employee or the non-renewal of an employee's term contract;
5. Managing the day-to-day operations of the district as its administrative manager;
6. Preparing and submitting to the board of trustees a proposal;
7. Preparing recommendations for policies to be adopted by the board of trustees and overseeing the implementation of adopted policies;

8. Developing or causing to be developed appropriate administrative regulations to implement policies established by the board of trustees;
9. Providing leadership for the attainment of student performance in the district based on the indicators adopted by the State Board of Education or the district's board of trustees;
10. Organizing the district's board of trustees;
11. Performing any other duties assigned by action of the board of trustees (TEC, 2001).

While most states, like Texas, provide some guidelines related to the superintendent's job expectations and duties, professional associations have begun to address expectations and duties. For instance, the American Association of School Administrator provides another definition related to the superintendent expectations and duties:

1. Foster student growth and development
2. Foster equality of opportunity
3. Foster a positive school climate
4. Lead school improvement
5. Foster improvement of classroom instruction
6. Lead and manage personnel
7. Manage district resources
8. Assure/provide a safe, orderly environment
9. Foster effective school-community relations
10. Engage in professional development
11. Relate effectively to the board (AASA, 2003, p.126)

These two examples of duties of the superintendent suggest that the role has expanded and become more complex. Therefore, those aspiring to become superintendents, including Hispanic males, must possess management knowledge and develop leadership capacity in order to be successful.

CHARACTERISTICS OF SUCCESSFUL SUPERINTENDENTS

The idea that superintendents are selected because of their personal/professional qualities and characteristics has been a significant part of the superintendent search and selection processes (Bjork & Kowalski, 2005). For instance, two-thirds of superintendents sampled in Glass's study (1992) indicated that they were hired because of "personal characteristics." However, Glass conducted another study in 2000 which indicated a drop to 40 percent of superintendents who believe they were hired because of "personal characteristics."

In 2003, Schleuning researched the perceptions of school board presidents and compiled a listing of 12 professional and 12 personal characteristics most often identified in the literature. The professional characteristics were: collaborative/team building skills; competence for the job; strong communication skills; strong community/public relations skills; finance/budget skills; goal oriented leadership skills; honest/fair standards; organizational knowledge; personal integrity; and visionary leadership. The personal characteristics included: age; college/university program; ethnicity; gender; level of education; licensure; marital status; organizational membership; enrollment of previous district; type of community previously served; type of experience; and years of experience.

In 2005, Collins identified 12 personal and 13 professional characteristics. The professional and personal characteristics examined in the Illinois study revealed the importance of board presidents identifying specific characteristics when selecting their superintendent candidates. The findings of the study of Illinois school board presidents showed a stronger emphasis on the professional characteristics rather than personal characteristics when selecting a superintendent. This study verified and supported the findings of the Schleuning (2003) study.

Similarly, (Hoyle, English and Steffy, 1998) focused on several areas of importance that practicing school leaders need to understand and be skilled at in order to be successful. They synthesized prevalent research into a set of useful standard and skills. It also provided a comprehensive survey of the areas today's practicing school leaders must understand and be skilled in to lead successfully:

1. Skills in Visionary Leadership;
2. Skills in Policy and Governance;
3. Skills in Communication and Community Relations;
4. Skills in Organizational Management;
5. Skills in Curriculum Planning and Development;
6. Skills in Instructional Management;
7. Skills in Staff Evaluation and Personnel Management;
8. Skills in Development;
9. Skills in Educational Research Evaluation, and Planning, and
10. Values and Ethics of Leadership (Hoyle, English, and Steffy 1998).

A study of Texas superintendents (Collier, 1987) identified eight skill areas that superintendents in general perceived to be important to effective job performance. These skills include the demonstration of a broad array of leadership, the demonstration of

sound principles of personnel administration, the employment of sound financial planning and cash flow management, the knowledge of effective school/community public relations/ coalition building, the willingness to ensure that instructional time and resources are used effectively, the development of valid and reliable performance measures for instructional outcomes, and the exhibition to provide an effective evaluation of teacher performance.

Douglas (1975) identified 221 characteristics that were important to school superintendents in Texas. It is important that school boards understand the complexity of their school district when hiring the most powerful and influential individual, the superintendent. In addition to the characteristics identified in research, there are numerous qualities defined in research and literature that describe successful superintendents. It is important to note, however, that there is no single comprehensive list of leadership qualities. Smith and Piele (1996) maintained that every researcher who studies the dimensions of leadership comes up with a slightly different or substantially different list of leadership qualities. While previous research offers insights about characteristics of successful superintendents and provides generic lists of attributes, little is known about specific characteristics of Hispanic male superintendents who have been successful in ascending to a superintendent position.

In addition, it is important to note that most studies rely on superintendent self-reported perceptions. However, a few studies have begun to focus on school boards perceptions.

STATUS OF HISPANIC SUPERINTENDENTS

Most Hispanics see themselves in terms of their individual ethnic identity, such as Mexican American, Puerto Rican, and Cuban, for example, instead of members of the larger, more ambiguous term Hispanic or Latino (Dillard, 2003). The American College Dictionary defines Hispanic in a single word: Spanish, but the people in this group are much more dynamic and complex than that. The word “Hispanic” was coined by the federal government of the United States in 1970s to refer to people who were born in any of the Spanish-speaking countries of the Americas or those who could trace their ancestry to Spain or former Spanish territories. For the purpose of this review, the researcher will use the term Hispanic to identify the Spanish cultural background of this group.

While the number of Hispanic superintendents continues to be small compared to the majority, more School Boards are tapping the talents of Hispanic male applicants as a result. Few have focused on this group of superintendents. For instance, the American Association of School Administrators study reported that race/ethnicity of superintendents was predominately white and has always been so in every 10-year study (Glass, 2007. p.17). Minority superintendents often serve in very large urban districts with substantial numbers of minority students. Many of these majority-minority districts serve more school children than some states. However, recently the superintendency positions in New York, Chicago, Philadelphia, and Los Angeles were filled by non-minority superintendents (CGCS, 2006).

In 1992, the American Association of School Administrators conducted a study of the American School Superintendency. In this study sample of 1,734 superintendents, only 115 were women and only 67 were minority. Most recently, a 2006 study conducted by the American Association of School Administrators sampled 1,338 superintendents, only 285 were women and only 81 were minority. Of the 81 minorities

that responded, only 18 were Hispanics. Only 1% of Hispanics were represented in the study. Both studies show a relative small increase in the number of minorities in the superintendency.

In AASA's 10-year study, Cunningham and Hentges (1982) reported that in 1980, only 2% of superintendents were people of color. By 1990, the percentage increased to a little more than 3% (Jones & Montenegro, 1990). Glass (2000) indicated that by 1993, nearly 4% percent of superintendents were people of color. In addition, data disaggregation reported the superintendents in the United States were people of color, including 2.2% African American, 1.4% Hispanic American, 0.8% Native American, 0.2% Asian American, and 0.5 Other.

The AASA (1993) study revealed that credentials and backgrounds of minority superintendents are different from their white male colleagues. Minority superintendents, including Hispanics, tend to have more academic preparation and degrees. Similarly, it appears that minority superintendent's spent more years as a principal and as a teacher. Compared to Anglo men and non-minorities, minority superintendents were more frequently hired through professional search firms. However, local school boards still managed the search for a majority of superintendent positions, regardless of race or gender.

Career paths of Hispanic male superintendent include teaching, principalship, and experience at the central office level for several years in order to gain the expertise considered necessary to be a successful superintendent (Rueda, 2002). However, Hispanic male superintendents perceive some hiring discrimination. Therefore, Hispanic male superintendents indicated the importance of having an Anglo mentor with the ability to offer the aspiring superintendent not only support and guidance, but more importantly introduction into the superintendency, which is dominated by Anglos (Rueda, 2002).

In 2009, Rafael H. Escobar conducted a study entitled: “How Latinos ascend to the Superintendency”. The study examined what skills, abilities, talents, and preparation, are needed for Latinos to ascend to the position of superintendent of schools. The study also investigated what barriers exist in this quest and how, if possible, can these barriers be ameliorated.

The data showed that (1) Aspiring Latino administrators needed to possess the skills and attributes that all administrators need in order to become a superintendent. (2) Mentoring can provide aspiring administrators with guidance in career path development as well providing feedback on a course of action. (3) Race and ethnicity is always a consideration in the hiring of a superintendent, but this consideration is to be viewed as a positive attribute that provides a value-added bonus to the prospective candidate. (4) There are few Latinos serving as superintendents. This small number can be attributed to the small number of Latinos serving as administrators in the education field (Escobar, 2009).

Escobar in 2009 concluded that the research indicates that with greater minority representation throughout the ranks of education, there is a commensurate academic achievement for students. Although being of the same race as that of the student body is not a prerequisite for success, being of same heritage does provide the administrator with an enhanced understanding of the culture, language, and traditions of said students.

Even with preparation on key areas of education like curriculum, the National Education Association (NEA) president in 2002 reported that only 12% of superintendents were women (Byrd-Blake, 2004). In this survey only 5% were minority women. At the same time, it was noted that the 2000 U.S. identified 12.9% of the population as African American or Black and 12.5% of the population as Hispanic. In essence, Byrd-Blake argued that more minorities were needed to fulfill the positions of

superintendent. One way of increasing Hispanic minorities' aspirants for the superintendency is by developing preparation programs that purposively focus on this group.

Some universities which have realized that there was a growing need for minorities in the superintendency have created and reformed programs to address this concern. For instance, in 1990, Harvard began a new program to encourage minority superintendents. As Hill reports, "Dr. Robert Peterkin (Francis Keppel Professor of Education Policy and Administration Director at Harvard University) discovered that if Harvard could recruit, train, and secure superintendency for women and minorities, then maybe the rest of the world would follow and break from the traditional views regarding the superintendency." Peterkin, as cited by Hill, when communicating about the 15,000 school districts in the nation, challenged the concept, "that only white males were vested with leadership capacity. Why not try new blood, new ideas and see if it works instead of giving the same jobs over and over again?" (2000, p. 4).

Other universities have designed preparation programs similar to Harvard's. Another institution that has intentionally started to recruit and prepare minorities is the University of Texas. The University of Texas has a doctoral program which aims at recruiting minority applicants. According to Hill, Nolan Estes, the director of UT's program, stated that there was a balance of minorities, ethnicity, and gender in the applicant pool. "We recruited to make sure there was a balance of high quality applicants. What we were looking for were people we can prepare and provide them with leadership skills to transform American education" (Estes as cited by Hill, 2005, p.4). Other major Universities in the nation have accepted and embraced the change. These emerging changes in conventional preparation and development programs are crucial for enhancing their effectiveness. While universities have begun to design preparation

programs that aim at equipping aspiring minority superintendents with the knowledge and capacity to lead school districts, few researchers have focused on the Hispanic male superintendent, his professional preparation, personal characteristics and the challenges they face once in a superintendent position.

RESEARCH ON HISPANIC MALE SUPERINTENDENTS

There is a growing body of literature on superintendents; however, there is limited research specifically on Hispanic male superintendents in Texas. Most recently, few researchers have explored attributes of Hispanic male superintendents through qualitative or survey research.

For instance, in 2002 David Rueda conducted a study entitled: “Career perspectives of Mexican American male superintendents in obtaining the position of superintendent in the state of Texas.” The purpose of his research was to identify and examine the factors which have influenced Mexican-American male aspirants to attain the position of superintendent in the state of Texas.

Following a qualitative approach, Rueda’s study included five Mexican-American males in the position of superintendent in a public school district in the state of Texas. In addition, board members who were on the hiring board of each superintendent were also participants in the study. Since the purpose of his study was to examine and describe the experiences of Mexican-American male superintendents, the participants were men of Mexican-American ancestry employed as superintendent in a public school system in Texas. The participants for this study were to be from each of the state’s five classifications based on attendance size. The classification and determination is established by the University Interscholastic League for competition in Texas. The size

is based on students enrolled in each high school campus. Selection for the board member included a voting member that hired their current superintendent. The board president was preferred for this study, considering that the board president has the pulse of the board.

In Rueda's study, there were four significant variables in their experiences as superintendents rose to that position. The four variables were (1) motivation to make a difference, (2) support, (3) mentors/Anglo mentors, and (4) the different barriers faced by Mexican-American males. In the area of career paths, participants in this study all agreed that the best career path would include the principalship and experience at the central office level for several years in order to gain the expertise needed to be successful at the superintendent level. Another area Rueda addressed was skills that successful Mexican-American males seem to display. The four skills areas that most successful superintendent exhibit are confidence, leadership, excellent communication skills, and human relation skills.

Rueda concluded that Hispanic male superintendent careers benefit from receiving support, having Anglo mentors, developing networking, addressing barriers, and developing specific skills. In the study, all participants reported having been fortunate to have the support of their spouses as well as support from one or more of the three groups--family and friends, peers and cohorts, and/or professional mentors. All participants listed Anglos as being mentors at some point in their career, and four of the five participants specifically listed Anglo mentors as being significantly important in helping them achieve the superintendency. All participants in this study declared networking or developing a professional web as vital to their success in obtaining the position of superintendent. The major barriers in pursuing the superintendency were prejudice, culture, and being held to a higher standard than their Anglo counterparts. The

skills needed to be successful as a superintendent, and as a professional in general, were identified as leadership, excellent communication, human relations, and networking (Rueda, 2002. p.182-187). While this study focused on important factors contributing to obtaining a superintendent position, it only focused on a select few practicing Hispanic male superintendents and not the whole population in the state of Texas.

In 2003, Eulalio Garza conducted a study to examine factors associated with career mobility patterns of practicing Hispanic superintendents in Texas. The research focused on six major areas associated with Hispanic public school superintendents that included personal, educational, situational, experiential, organizational, and community factors. Garza's sample for this study consisted of 77 Hispanic superintendents in Texas in the 2003-2004 school year, as identified by data obtained from the Texas Education Agency. The survey instrument was provided to all 77 Hispanic superintendents in Texas most of whom were males. The study provided data on a profile and career mobility patterns of practicing Hispanic superintendents in Texas. Out of the 77 potential respondents, only 40 returned their responses.

Garza's study indicated that Hispanic superintendents in Texas have personal, educational, and experiential backgrounds in common. Additionally, there are a number of personal attributes, knowledge and skills, situational, organizational, and community factors that, when combined, can increase the chances of aspiring Hispanic superintendents acquiring the superintendency. Garza's study recommends that in areas of "personal attributes," aspiring Hispanic superintendents should consider reflecting and exuding the attributes of: (1) interpersonal skills; (2) listening skills; (3) trustworthiness; (4) honesty and sincerity; and (5) goal-orientation. However, this study only addressed factors associated with career mobility patterns that Hispanic superintendents in Texas share and not professional nor personal attributes.

In 2003, Vincent Padilla conducted a study entitled: “A descriptive profile of Hispanic superintendents in Texas.” The purpose of his study was to determine what characteristics Hispanic Texas superintendents share. He also attempted to identify any perceived barriers as well as opportunities for their professional success.

In this descriptive study, Padilla used self-report descriptive surveys and surveyed 77 Texas Hispanic school superintendents. His data suggested several demographical patterns. In a 9 to 1 ratio, Hispanic superintendents in Texas are male; at least 60% are 50 years old; a Texas native who is the oldest or second-oldest of his siblings, raised by both parents in a lower class home where Spanish was the primary language; an “A” student after middle school even while holding a part-time job by the age of 12 or 13; and married with two or three children. Few superintendents in Texas are Hispanic, (6%) and even fewer of the Hispanic superintendents are female, a ratio virtually identical to the 8½ to 1 ratio superintendents of all ethnicities. Hispanic superintendents are well educated as the data showed. Approximately 39% had earned doctorate degrees from public universities in Texas, which (as a group) is significantly higher than the 36% of all superintendents in the nation.

Padilla’s research expanded into the career paths leading to the superintendency. Hence, it was reported that 18% of the respondents had followed the career path of teacher, assistant principal, principal, and central office, prior to becoming superintendent. Over 63% had not interviewed for the superintendency in any district other than the one in which they were employed and had not previously declined any offers for the position of superintendent. Over half of the respondents believed that a mentor, who was a white male, assisted them in obtaining the position as superintendent. Padilla also identified several important characteristics that were common to all the respondents in his study of Hispanic superintendents in Texas. However, this study was

completed using a survey of sitting superintendents in 2003 and not school board member's perceptions. The study included patterns in childhood or family background and formal academic preparation. Furthermore, Padilla reports that the need for additional minority school superintendents is acknowledged in every major study involving superintendents. However, a study of the Hispanics who recently obtained superintendency in Texas has not been undertaken. Therefore, more inquiry is needed to better understand what attributes make a Hispanic male successful in ascending to the superintendency position.

While few researchers attempted to focus on Hispanic male superintendents, most of these studies included all superintendents and were not conducted with school board members, and therefore, little is known about the characteristics of Hispanic male superintendent who currently hold a superintendent position from a school board point of view. Although Padilla, Rueda and Garza report attributes of Hispanic male superintendent, these do not necessarily relate to professional characteristics or personal characteristics that presidents of school boards consider important when having selected a Hispanic male superintendent. Thus, additional studies are needed. As Padilla (2003) suggest that recent studies have been completed focusing on women superintendents in Texas and African American superintendents throughout the United States. Specific information on family and educational backgrounds, career paths, and perceived barriers to career advancement from Hispanic Texas public school superintendents, is sorely lacking in the current body of literature.

CONCLUSION

This chapter reviewed the knowledge based related to Hispanic male superintendents. It specifically focused on a brief history of the superintendency, the general characteristics of the successful superintendent, the current status of the Hispanic male superintendency, and previous research on Hispanic male superintendents.

The position of superintendent in the early days was created to assist the school boards in the day-to-day operations of the school district, but the school board itself was the body that was responsible for the administration of the school district (Glass, 1992). Today, the position of the school district superintendent is that of chief educational officer within the local district and also as the chief administrative officer of the school district's professional staff. The superintendency is pivotal in helping school boards create and adopt educational missions, visions, goals, contents, and structures.

While several researchers have focused on the superintendency, (Norton, Webb, Dlugosh, & Sybouts, 1996, Konnert & Augenstein, 1995, Hoyle, English, & Steffy, 1998), there is limited evidence related to the factors which Mexican-American/Hispanic males themselves attributed as paramount in the quest for the superintendent's position. Previous research has addressed important areas of Hispanic male superintendents. For instance, studies have looked at characteristics that Hispanic Texas superintendents share (Padilla, 2003), select Mexican-American male superintendent's perceptions about obtaining the position of superintendent (Rueda, 2002), and career mobility patterns of practicing Hispanic superintendents in Texas (Garza, 2002). While these studies have illuminated relevant information about Hispanic male superintendents, most were from the perspective of the Hispanic male superintendent in the superintendency and not from the school board member's perspectives. Therefore, additional studies may address

Hispanic males currently serving as superintendents in Texas; attributes that make Hispanic male successful in the superintendency position; school boards/school board presidents' perspectives related to attributes of aspiring Hispanic male superintendent; factors which Hispanic males themselves attribute as paramount in the quest for the superintendent's position. Further inquiry is needed to better understand and enhance the knowledge base related to Hispanic male superintendents in order to inform the preparation of school leaders, as well as aspiring superintendents.

Chapter III: Methodology and Procedures

INTRODUCTION

The purpose of the study was to identify attributes (characteristics) that Texas school board presidents believe were important when having selected a Hispanic male superintendent. The following research questions guided this study:

1. What are the perceptions of Texas public school board presidents regarding the most important personal attributes when having selected a Hispanic male superintendent?
2. What are the perceptions of Texas public school board presidents regarding the most important professional attributes when having selected a Hispanic male superintendent?
3. How does the size (student enrollment) of a school district affect the perception of school board presidents regarding the important attributes?
4. How does geographic location affect the perception of school board presidents regarding the important attributes?

This chapter offers an overview. It is organized into five topics: (1) design of the study; (2) sample selection; (3) instrumentation; (4) data collection process; and (5) data analysis.

RESEARCH DESIGN

A descriptive research design approach was used. The study was conducted following quantitative research guidelines and included a quantitative survey. Thus, a survey was used as instrumentation to collect data. Descriptive research consists of collecting data in order to answer questions concerning the present status of the study's

focus. A descriptive research design allows the investigator to assess the attitudes, opinions, demographic information, procedures, and other relevant information as it relates to the subject of this study (Best & Kahn, 1993; Gay, 2000). Isaac and Michael (1995) describe a descriptive survey as a means “to describe systematically the facts and characteristics of a given population or area of interest factually and accurately”... “It does not necessarily seek to or explain relationships, test hypotheses, make predictions, or get at meanings and implications.”

In addition, this survey study’s methodology allows the entire 85 board presidents in Texas, who had a Hispanic male superintendent, to participate in a systemic, efficient, and cost effective method. It is appropriate for making inferences about a large group of people and describing the variability of certain features of a population (Dane, 1990).

SAMPLE SELECTION

The target population for this study was Texas public school board presidents who were serving, and who selected and hired Hispanic male superintendents for 2008-2009 school year. A purposive sampling method was used. Individuals were purposively selected to give the best information. In this quantitative study, the school board president was the unit of analysis to investigate individual perceptions of the district superintendent’s professional and personal characteristics. Board presidents were chosen because they are elected by their board colleagues and thus may be representative of other members’ orientations and behavior. They are more likely to have information and insight into board activities and are more likely to communicate more frequently with the superintendent than other members of the school board (Allison, 1991; Goldhammer, 1964; Stewart, 1991). In 2008, the Texas Education Agency reported 85 public school

board presidents who had selected a Hispanic male superintendent. Therefore, all 85 public school board presidents were surveyed. Their names and their school district mailing addresses were obtained through the Texas Education Agency, the Texas Association of School Administrators and the Texas Association of School Boards.

INSTRUMENTATION

Descriptive studies rely on survey instruments created for the purpose of the study or an existing one. For the purpose of this study, an existing survey instrument (Appendix A) was used. It was first developed, validated and used by Michele Schlueing, (2003). Consent to use this instrument was obtained from Michele Schlueing (Appendix B). The questionnaire was modified, with permission from Michele Schlueing, to exclusively focus on School Board President's perceptions about Hispanic male superintendents in Texas and its Texas geographic location.

The researcher decided to use this written survey because it was the best method to address the purposes of the study and collect pertinent data. The survey includes four sections: descriptive informational, personal characteristics of superintendents, professional characteristics of superintendents and an open ended question to allow respondents to further elaborate their thoughts, perceptions about having selected/hiring a Hispanic male candidate. School board presidents, who hired Hispanic male superintendents, were asked to rate the importance of 12 personal and 12 professional qualities that were identified most often in the literature review as those needed for the success of the superintendency. Personal attributes included: Age, College/University Program, Ethnicity, Gender, Level of Education, Licensure, Marital Status, Organizational Memberships, and Enrollment in Previous District, Type of Community

Previously Served, Type of Experience and Years of Experience. Professional attributes included: Collaboration/Team Building Skills, Competence for the Job, Strong Communication Skills, Strong Community/Public Relation Skills, Decisiveness, Curriculum Development Skills, Financial/Budgetary Skills, Goal-Oriented Leadership Skills, Honest/Fair Standards, Organizational Knowledge, Personal Integrity, and Visionary Leadership. Respondents were asked to rate each attribute using the following scale: 1= Not at all Important, 2= Somewhat Important, 3= Important, 4= Very Important, and 5=Extremely Important.

DATA COLLECTION

Prior to the data collection, an Institutional Review Board (IRB) approval was obtained for this study. Since this study used a survey approach, informed consent was assumed for those participants who actually returned a completed survey. Data was collected by contacting Texas school board presidents, who hired Hispanic male superintendents in the 2008-2009 school year. A cover letter requesting Texas school board president's participation in the study (Appendix C) was mailed including the survey instrument (Appendix A). A self-addressed, stamped envelope was also provided for the convenience of the respondents to return the survey.

The survey instruments were coded by numbers to provide for a follow-up reminder, as needed, at the end of the two-week response window. A reminder letter was mailed to each respondent who did not return the completed survey within the designated period of time (Appendix D). A letter of appreciation was also sent to all respondents upon receiving their completed survey. All coding links were destroyed after the surveys were divided into enrollment group samples, and before any data analysis was conducted.

DATA ANALYSIS

In order to begin analyzing the data and, in particular, examining relationships between variables, a process must be developed by which data were organized to better understand patterns of response within the target population. The Statistical Package for the Social Sciences (SPSS) was used to analyze the data. SPSS is a data management and analysis software product. The SPSS software has modules for statistical data analysis including descriptive statistics such as charts, plots, lists, and frequencies, as well as inferential statistics. Responses to the survey instrument were analyzed using descriptive and inferential statistics as follows:

Research Question 1: What are the perceptions of Texas public school board presidents regarding the most important personal attributes when selecting a Hispanic male superintendent? Descriptive statistics including means and standard deviations were computed and reported in rank order of mean item responses for each of the 12 personal attributes listed on the survey.

Research Question 2: What are the perceptions of Texas public school board presidents regarding the most important professional attributes when selecting a Hispanic male superintendent? Descriptive statistics including means and standard deviations were computed and reported in rank order of mean item responses for each of the 12 professional attributes listed on the survey.

Research Question 3: How does the size (student enrollment) of a school district affect the perception of school board presidents regarding the important attributes? Responses within each enrollment group were computed and compared using one-way analyses of variance (ANOVAs). For each ANOVA, an independent variable was determined to be the enrollment size category and the dependent variable was determined to be the response mean for each attribute. All significant ANOVAs were followed by

Tukey's Honestly Significant Difference (HSD) test to determine which groups differed from the rest. The .05 level of significance was used for all ANOVA's and Tukey's HSD tests.

Research Question 4: How does geographic location affect the perception of school board presidents regarding the important attributes? Responses within each enrollment group were computed and compared using one-way analyses of variance (ANOVAs). For each ANOVA, an independent variable was determined to be the enrollment size category and the dependent variable was determined to be the response mean for each attribute. All significant ANOVAs were followed by Tukey's Honestly Significant Difference (HSD) test to determine which groups differed from the rest. The .05 level of significance was used for all ANOVA's and Tukey's HSD tests.

SUMMARY

This chapter presented an overview of the methodology used for the study including design of the study, sample selection, instrumentation, data collection process; and data analysis.

Chapter four contains the results of the data analyses from the study.

Chapter IV: Analysis of Data

The purpose of the study was to identify attributes (characteristics) that Texas school board presidents believe are important when having selected a Hispanic male superintendent. In addition, the study examined the degree to which size and geographical location of the school district had a significant influence on the perceptions. Chapter IV presents an analysis of the data collected to conduct the study. The quantitative data used to analyze each question was obtained from a survey instrument described in Chapter III (see Appendix A). The survey instrument was mailed to all Texas public school board presidents having selected a Hispanic male superintendent. The response rate for the survey instrument was 55 out of 71 total potential respondents. This represented a total response rate of 77%.

RESEARCH QUESTIONS

Data from responding Texas school board presidents were used to investigate the following research questions:

1. What are the perceptions of Texas public school board presidents regarding the most important personal attributes when having selected a Hispanic male superintendent?
2. What are the perceptions of Texas public school board presidents regarding the most important professional attributes when having selected a Hispanic male superintendent?
3. How does the size (student enrollment) of a school district affect the perception of school board presidents regarding the important attributes?

4. How does geographic location affect the perception of school board presidents regarding the important attributes?

Chapter IV has been divided into the following parts: (1) Description of survey instrument; (2) Perceptions regarding the importance of personal attributes; (3) Perceptions regarding the importance of professional attributes; (4) Effect of student enrollment on perceptions of personal and professional attributes; (5) Effect of geographic location on perceptions of personal and professional attributes.

DESCRIPTION OF SURVEY INSTRUMENT

Texas public school board presidents having selected a Hispanic male superintendent were asked to identify the importance of each personal and professional attributes using a five-point Likert scale. Each point on the scale was given a value of 1 to 5, with a response of *not at all important* having a value of one, and a response of *extremely important* having a value of five. Respondents also identified their student enrollment (less than 500, 500-1499, 1500-2999, 3000 or more) and geographical location (West Texas, Central Texas, South Texas, North Texas, East Texas) of the school district on the survey.

PERCEPTIONS REGARDING THE IMPORTANCE OF PERSONAL ATTRIBUTES

Research Question 1: What are the perceptions of Texas public school board presidents regarding the most important personal attributes when having selected a Hispanic male superintendent? Descriptive statistics, including means and standard deviations were used to identify the degree of importance of each personal attribute. Results show that the top four personal attributes respondents perceived to be most important were level of education (M=4.51), previous experience in school administration (M=4.38), years of experience in education (M=4.35) and licensure (M=4.2). The personal attributes that respondents perceived to be least important were gender (M=1.82), ethnicity (M=2.18), age (M=2.25) and marital status (M= 2.33). These results are reported below in Table 1 in rank order of mean item responses for each 12 personal attributes.

Table 1
Perceptions of Selected Personal Attributes

Personal Attributes	M	SD
Level of Education	4.51	0.69
Previous Experience in School Administration	4.38	0.805
Years of Experience in Education	4.35	0.756
Licensure	4.2	1.145
Type of Community Previously Served	3.51	1.153
College / University Program	3.42	1.315
Enrollment in Previous District	3.25	1.142
Organizational Memberships	2.65	1.174
Marital Status	2.33	1.389
Age	2.25	1.158
Ethnicity	2.18	1.348
Gender	1.89	1.181

Research Question 2: What are the perceptions of Texas public school board presidents regarding the most important professional attributes when having selected a Hispanic male superintendent? Descriptive statistics, including means and standard deviations were used to identify the degree of importance of each professional attribute. Results show that the respondents perceived all professional attributes to be important. However, honest/fair standards (M=4.87), personal integrity (M=4.82), visionary leadership (M=4.75), competence for the job (M=4.73), strong community/public relations skills (M=4.65), strong communication skills (M=4.65), goal-oriented leadership skills (M=4.60) and collaboration/team building skills (M=4.51), seemed to be considered most important. On the other hand, the professional attributes related to curriculum development skills (M=4.40), financial/budgetary skills (M=4.42), decisiveness (M= 4.44) and organizational knowledge (M=4.47), were not found to be at the same level of importance. These results are reported below in Table 2 in rank order of mean item responses for each 12 professional attributes.

Table 2
Perceptions of Selected Professional Attributes

Professional Attributes	M	SD
Honest/Fair Standards	4.87	.336
Personal Integrity	4.82	.389
Visionary Leadership	4.75	.480
Competence for the Job	4.73	.449
Strong Community / Public Relations Skills	4.65	.552
Strong Communication Skills	4.65	.584
Goal-Oriented Leadership Skills	4.60	.627
Collaboration / Team Building Skills	4.51	.635
Organizational Knowledge	4.47	.716
Decisiveness	4.44	.688
Financial/Budgetary Skills	4.42	.809
Curriculum Development Skills	4.40	.710

After completing a descriptive comparison of item means between personal attributes and professional attributes, the data showed Texas school board presidents having selected a Hispanic male superintendent perceived professional attributes ($M=4.61$, $SD=.053$) to be more important than personal attributes ($M=3.24$, $SD=.088$). Table 3 illustrates the composite means and standard deviations for the 12 professional and 12 personal attributes.

Table 3

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Personal mean	3.2426	55	.65462	.08827
Professional mean	4.6091	55	.39017	.05261

Research Question 3: How does the size (student enrollment) of a school district affect the perception of school board presidents regarding the important attributes? One-way analyses of variance (ANOVAs) were used to compute and compare the responses within each enrollment group. An independent variable was used for the enrollment size category and the dependent variable was the response mean for each attribute. A significant difference of ($p \leq .05$) was used. However, no differences that were significant at the .05 level were found. The following were approaching significance level; age among enrollment size was at a .082 level for personal attributes and collaboration/team-building skills were at a .064 for professional attributes. These results are reported in Table 4.

Table 4

*Student Enrollment Affect the Perception of
School Board Presidents Regarding Attributes*

ANOVA

Personal Attributes		F	Sig
Age	Between Groups	2.360	.082
College/University Program	Between Groups	.868	.464
Ethnicity	Between Groups	.722	.544
Gender	Between Groups	1.349	.269
Level of Education	Between Groups	1.168	.331
Licensure	Between Groups	.985	.407
Marital Status	Between Groups	.652	.586
Organizational Memberships	Between Groups	.525	.667
Enrollment in Previous District	Between Groups	1.737	.171
Type of Community Previous Served	Between Groups	1.796	.160
Previous Experience in School Administration	Between Groups	.807	.496
Years of Experience in Education	Between Groups	.466	.708

ANOVA

Professional		F	Sig
Collaboration / Team Building Skills	Between Groups	2.571	.064
Competence for the Job	Between Groups	1.388	.257
Strong Communication Skills	Between Groups	.756	.524
Strong Community / Public Relations Skills	Between Groups	1.354	.267
Decisiveness	Between Groups	1.512	.222
Curriculum Development Skills	Between Groups	.203	.894
Financial/Budgetary Skills	Between Groups	1.258	.289
Goal-Oriented Leadership Skills	Between Groups	.749	.528
Honest/Fair Standards	Between Groups	.754	.525
Organizational Knowledge	Between Groups	2.002	.125
Personal Integrity	Between Groups	.338	.798
Visionary Leadership	Between Groups	.272	.845

However, in examining the relationship of the affect of enrollment size on the perceptions of personal and professional attributes, Texas school board presidents with more than 3,000 student enrollments perceived previous experience in school administration, level of education and years of experience in education as the three most important personal attributes. Similarly, the three most important professional attributes included; honest/fair standards, personal integrity and competence for the job/visionary leadership. School board presidents from districts with enrollments between 1,500 and 2,999 perceived licensure, previous experience in school administration and years of experience in education as the three personal attributes to be most important. Similarly, the three most important professional attributes included; honest/fair standards, competence for the job, strong communication skills, strong community/public relations skills, organizational knowledge and personal integrity. School board presidents from districts with enrollments between 500 and 1,499 perceived level of education, previous experience in school administration and years of experience in education as the three personal attributes to be most important. The three most important professional attributes included; honest/fair standards, personal integrity, competence for the job, financial and visionary leadership. School board presidents from districts with enrollments less than 500 perceived level of education, years of experience in education and previous experience in school administration as the three personal attributes to be most important. The three most important professional attributes included; honest/fair standards, visionary leadership, personal integrity and visionary leadership. Therefore, there were no significant differences between enrollment categories and the board presidents' perceptions on the importance of the personal and professional attributes. These results are reported in Table 5.

Table 5

*Top 3 Perceptions of School Board Presidents
Regarding Attributes by District Enrollment*

Personal Attributes

	Mean	Variable
Less than 500	4.64	Educational Level
	4.36	Years of Experience
	4.18	Previous Experience
500 – 1,499	4.45	Educational Level
	4.27	Previous Experience
	4.27	Years of Experience
1,500 – 2,999	4.70	Licensure
	4.70	Previous Experience
	4.60	Years of Experience
3,000 or more	4.39	Previous Experience
	4.35	Educational Level
	4.27	Years of Experience

Professional Attributes

	Mean	Variable
Less than 500	4.91	Honest/Fair Standards
	4.73	Visionary Leadership
	4.73	Personal Integrity
500 – 1,499	4.82	Honest/Fair Standards
	4.82	Personal Integrity
	4.64	Competence – Job
1,500 – 2,999	4.64	Financial/Budget
	4.64	Visionary Leadership
	5.00	Honest/Fair Standards
3,000 or more	4.90	Competence – Job
	4.90	Communication Skills
	4.90	Community/PR Skills
	4.90	Organizational Know.
	4.90	Personal Integrity
	4.83	Honest/Fair Standards
	4.83	Personal Integrity
	4.78	Competence – Job
	4.78	Visionary Leadership

Research Question 4: How does geographic location affect the perception of school board presidents regarding the important attributes? One-way analyses of variance (ANOVAs) were used to compute and compare the responses within each geographic location. An independent variable was used for each geographic location and the dependent variable was the response mean for each attribute. A significant difference ($p \leq .05$) was found in three areas, of the personal attributes, after a Tukey HSD test; licensure (.009), years of experience in education (.032) and level of education (.035). Data regarding the importance of licensure show that board presidents in South Texas ($M=4.47$) valued licensure more than West Texas ($M=3.36$). The data showed a mean difference of 1.110. Data regarding the importance of years of experience in education show that board presidents in West Texas ($M=4.57$) valued years of experience more than North Texas ($M=3.75$). The data showed a mean difference of .821. Data regarding the importance of level of education show that board presidents in South Texas ($M=1.93$) valued the level of education more than West Texas ($M=1.86$). The data showed a mean difference of .562. No significant differences, at the level of .05 were found with professional attributes. These results are reported below in Table 6.

Table 6

Geographic Location Affect the Perception of School Board Presidents Regarding Attributes

ANOVA

Personal		F	Sig
Age	Between Groups	.542	.656
College/University Program	Between Groups	1.625	.195
Ethnicity	Between Groups	.510	.677
Gender	Between Groups	.251	.860
Level of Education	Between Groups	3.104	.035*
Licensure	Between Groups	4.282	.009*
Marital Status	Between Groups	.485	.694
Organizational Memberships	Between Groups	.977	.411
Enrollment in Previous District	Between Groups	.794	.503
Type of Community Previous Served	Between Groups	.964	.417
Previous Experience in School Administration	Between Groups	1.226	.310
Years of Experience in Education	Between Groups	.3.162	.032*

*. The mean difference is significant at the 0.05 level.

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Q2 What is your school district's geographic location?	(J) Q2 What is your school district's geographic location?	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound

q6f_licensure	West Texas	Central Texas	-1.018	.467	.142	-2.26	.22
		South Texas	-1.110*	.341	.011*	-2.01	-.20
		North Texas	-1.643	.670	.080	-3.42	.14
	Central Texas	West Texas	1.018	.467	.142	-.22	2.26
		South Texas	-.092	.419	.996	-1.20	1.02
		North Texas	-.625	.713	.817	-2.52	1.27
	South Texas	West Texas	1.110*	.341	.011*	.20	2.01
		Central Texas	.092	.419	.996	-1.02	1.20
		North Texas	-.533	.638	.837	-2.23	1.16
	North Texas	West Texas	1.643	.670	.080	-.14	3.42
		Central Texas	.625	.713	.817	-1.27	2.52
		South Texas	.533	.638	.837	-1.16	2.23

q6l_yrs_exp	West Texas	Central Texas	.821	.316	.058	-.02	1.66
		South Texas	.227	.232	.764	-.39	.84
		North Texas	-.429	.454	.782	-1.64	.78
	Central Texas	West Texas	-.821	.316	.058	-1.66	.02
		South Texas	-.595	.285	.172	-1.35	.16
		North Texas	-1.250	.483	.059	-2.53	.03
	South Texas	West Texas	-.227	.232	.764	-.84	.39
		Central Texas	.595	.285	.172	-.16	1.35
		North Texas	-.655	.433	.437	-1.81	.50
	North Texas	West Texas	.429	.454	.782	-.78	1.64
		Central Texas	1.250	.483	.059	-.03	2.53
		South Texas	.655	.433	.437	-.50	1.81

q6e_edu	West Texas	Central Texas	-.554	.290	.236	-1.32	.22
		South Texas	-.562	.211	.050*	-1.12	.00
		North Texas	-.929	.416	.128	-2.03	.18
	Central Texas	West Texas	.554	.290	.236	-.22	1.32
		South Texas	-.008	.260	1.000	-.70	.68
		North Texas	-.375	.442	.831	-1.55	.80
	South Texas	West Texas	.562	.211	.050*	.00	1.12
		Central Texas	.008	.260	1.000	-.68	.70
		North Texas	-.367	.396	.791	-1.42	.68
	North Texas	West Texas	.929	.416	.128	-.18	2.03
		Central Texas	.375	.442	.831	-.80	1.55
		South Texas	.367	.396	.791	-.68	1.42

*. The mean difference is significant at the 0.05 level.

ANOVA

Professional		F	Sig
Collaboration / Team Building Skills	Between Groups	1.617	.197
Competence for the Job	Between Groups	.498	.686
Strong Communication Skills	Between Groups	.741	.533
Strong Community / Public Relations Skills	Between Groups	.765	.519
Decisiveness	Between Groups	1.133	.345
Curriculum Development Skills	Between Groups	1.503	.225
Financial/Budgetary Skills	Between Groups	2.035	.121
Goal-Oriented Leadership Skills	Between Groups	.436	.728
Honest/Fair Standards	Between Groups	.149	.930
Organizational Knowledge	Between Groups	.992	.404
Personal Integrity	Between Groups	1.347	.269
Visionary Leadership	Between Groups	.474	.702

ADDITIONAL FINDINGS

The following additional findings are based on the two open ended questions on the surveys; other specific experiences or attributes affecting the selection of a Hispanic male superintendent, comments or consideration about selecting or hiring a Hispanic male superintendent.

The data revealed that when Texas school board presidents select and hire Hispanic male superintendent, previous experience is a critical attribute for their decision. For instance, a respondent stated, “The two finalists for our latest superintendent happened to be male/Hispanic. However, what the board was looking at had more to do with experience (large school district experience, strong curriculum background, etc then with ethnicity).” Another respondent shared, “Prior years with district in various positions.” It appears from the data that the quality of performance of a superintendent is

more important than the candidate's ethnic background. As one respondent summarized it, "We were not looking for a Hispanic Male Superintendent; we were looking for a good superintendent." Another respondent stated, "In all sincerity neither gender nor ethnicity played any part at any time during our selection. The individual we chose met what were looking for." Additionally the bilingual capacity of the candidate appears to be valued when selecting a Hispanic male superintendent. As a respondent noted, "Having served on the Board for 17 years, I have had the pleasure of selecting 5 superintendents. Three superintendents have been Hispanic. I felt it was important to have a bilingual superintendent who could effectively communicate in English and Spanish." Another respondent stated, "Our community is 100% Hispanic we needed someone that could communicate in their language." Finally, leadership of the candidates is also valued as an important attribute to being selected and appointed. One of the respondents stated, "Proven Leadership and Ability to build and lead a team." Another respondent stated, "Our search team went to his previous town where he was superintendent and learned he was a strong leader, he didn't bend to political pressures."

The data also revealed that Texas school board presidents who have selected and hired a Hispanic male superintendent have additional considerations. This included ethnicity and community support. According to the respondents, the ethnic background of Hispanic male superintendents was not an important consideration for their decision to hire a candidate. As one of the respondents explained, "In our search for superintendent, we did not go out looking specifically for a male Hispanic We searched for the best person, regardless of ethnicity or gender. I believe we chose the best one." Another one added, "I see no difference in race when it comes to this position. Had someone from another race applied and he was better qualified. I'm sure the board would have hired the other person." As far as community support is concerned, the data revealed that Texas

school board presidents placed a high value on the community perceptions. As one the respondents stated, “Our community was very supportive of the Board's decision each time a new superintendent was hired. The hiring of the first Hispanic superintendent in 1998 was especially pleasing to the community. Since the district is comprised of 96% Hispanic children.” Another respondent supports the value of the community, “We felt he would be easily accepted by our community.”

SUMMARY

Data gathered from Texas public school board presidents who were serving, and who selected and hired Hispanic male superintendents for 2008-2009 school year was the unit of analysis to investigate individual perceptions of the district superintendent's professional and personal attributes. Statistical and descriptive analyses were also conducted to determine how enrollment size and geographical location impact the perceptions of Texas school board presidents who selected a Hispanic male superintendent. Chapter V presents a summary of the study, findings conclusions, discussions and recommendations for further study.

Chapter V: Summary, Findings, Conclusions, Implications for Practice and Further Research

While there has been research conducted on minorities in educational administration and more specifically on Hispanic females in the superintendency position, there has been limited research and data on the superintendency focusing on male Hispanics. Therefore, the purpose of the study was to identify attributes (characteristics) that Texas school board presidents believe are important when having selected a Hispanic male superintendent. The following research questions guided this study:

1. What are the perceptions of Texas public school board presidents regarding the most important personal attributes when having selected a Hispanic male superintendent?
2. What are the perceptions of Texas public school board presidents regarding the most important professional attributes when having selected a Hispanic male superintendent?
3. How does the size (student enrollment) of a school district affect the perception of school board presidents regarding the important attributes?
4. How does geographic location affect the perception of school board presidents regarding the important attributes?

To accomplish this purpose, quantitative data was collected using an existing survey instrument initially developed by Michele Schleuning (Appendix A). The researcher decided to use this written survey because it was the best method to use when collecting the data. The survey is divided into four sections: descriptive informational, personal characteristics of superintendents, professional characteristics of superintendents

and an open ended question to allow respondents to further elaborate their thoughts, perceptions about having selected/hired a Hispanic male candidate. School board presidents, who hired Hispanic male superintendents, were asked to rate the importance of 12 personal and 12 professional qualities that were identified most often in the literature review as those needed for the success of the superintendency. The personal and professional attributes were subjected to descriptive statistical analysis, including means and standard deviations to indicate variability of responses, and reported in rank order of mean item responses. The research questions contained the correlations of each of the attributes and the importance of identifying attributes in having selected a Hispanic male superintendent. In addition, a descriptive comparison of item means between personal and professional characteristics was computed and reported. Responses in each enrollment group and geographic location were computed and compared using one-way analysis of variance (ANOVA's). For each ANOVA, the independent variable was determined to be the enrollment size category and the geographic location category, and the dependent variable was determined to be the response mean for each personal and professional attribute.

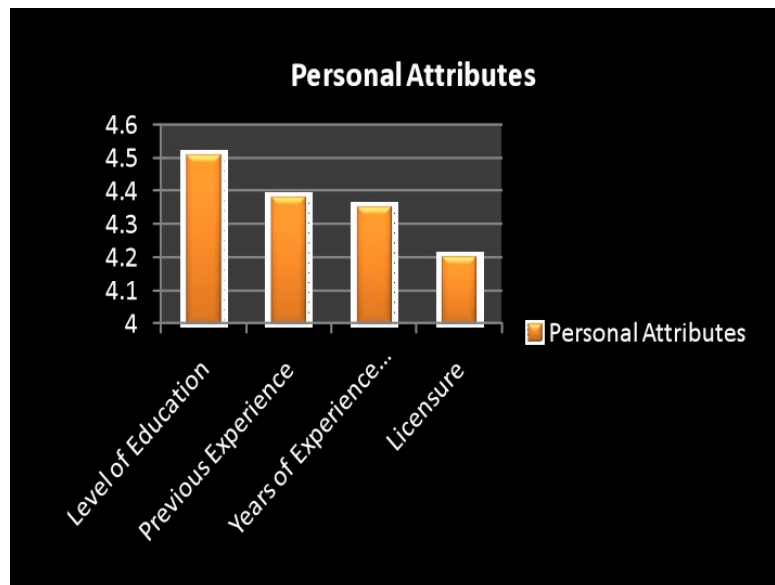
FINDINGS

The summary of findings is presented according to the research questions that guided this study. For the first question, the summary of findings is organized by the importance of selected personal attributes. For the second question, the summary of findings is organized by the importance of selected professional attributes. For the third question, the summary of findings is organized by the affect of size (student enrollment) of a school district has on attributes. For the last question, the summary of findings is organized by the affect of geographical location on attributes.

Personal Attributes

According to the findings, the most important personal attributes include; level of education, previous experience in school administration, years of experience in education and licensure. These findings support Padilla's (2003) findings that included; well educated and level of experience. Padilla (2003) found that Hispanics in educational leadership viewed the doctorate as a critical credential. Schleuning (2003) and Collins (2005) studies also concur that the level of education and previous experience in school administration is a critical attribute. Schleuning (2003) stated that when considering personal characteristics, school board members agreed that licensure, advanced degree, years of experience and type of experience were perceived to be the most important of the selected personal qualities among superintendent candidates. Collins (2005) study concluded that personal characteristics, such as type of experience, size of annual budget, and licensure were important when selecting a superintendent. (See Figure 1.)

Figure 1
Personal Attributes



Professional Attributes

According to the findings, the important professional attributes include; honest/fair standards, personal integrity, visionary leadership, competence for the job, strong community/public relations skills, strong communication skills, goal oriented leadership skills and collaboration/team building skills, organizational knowledge, decisiveness, financial/budgetary skills, and curriculum development skills. These findings are congruent with Schlueing (2003) and Collins (2005) findings that included; personal integrity and honest/fair standards. In addition, Garza (2003) also found that honesty/sincerity and well-defined career goals are important professional attributes. The results of the Schleuning (2003) study were similar to this research. Schleuning noted indicated personal integrity, honesty and competence for the job as the most important professional attributes. In 2005, Collins identified personal integrity, honest/fair standards and strong communication skills as the three most important professional characteristics in a superintendent candidate. (See Figure 2.)

Figure 2

Professional Attributes



Size of Student Enrollment

According to the findings, enrollment size does not have an influence when selecting a Hispanic male superintendent. Texas school board presidents with more than 3,000 student enrollments perceived previous experience in school administration, level of education and years of experience in education as the three personal attributes to be most important. The four most important professional attributes included; honest/fair standards, personal integrity, competence for the job and visionary leadership.

Enrollments between 1,500 and 2,999 perceived licensure, previous experience in school administration and years of experience in education as the three personal attributes to be most important. The six most important professional attributes included; honest/fair standards, competence for the job, strong communication skills, strong community/public relations skills, organizational knowledge and personal integrity. Enrollments between 500 and 1,499 perceived level of education, previous experience in school administration and years of experience in education as the three personal attributes to be most important. The five most important professional attributes included; honest/fair standards, personal integrity, competence for the job, financial and visionary leadership. Enrollments less than 500 perceived level of education, years of experience in education and previous experience in school administration as the three personal attributes to be most important. The four most important professional attributes included; honest/fair standards, visionary leadership, personal integrity and visionary leadership. These findings offer a counter point with Schleuning (2003) and Collins (2005) studies. According to Schleuning, student enrollment (size) of the district had a significant affect in five personal characteristics (college/university program, level of education, enrollment of previous district, type of experience, and years of experience) and three professional characteristics (financial/budgetary skills, visionary leadership, and ability to lead change) areas in which school board presidents differ. Collins (2005) also had significant difference and similar results as Schleuning (2003). In the Collins (2005) study, board presidents of larger school district focused on the professional characteristics (visionary leadership, community/public relations, and the ability to lead change) as well as the personal characteristics (level of education, type of experience, and years of experience). The small and medium school districts' board presidents focused heavily on the financial and budgetary skills. However, there were no significant differences, in this study,

between enrollment categories and the board presidents' perceptions on the importance of the personal and professional attributes.

Geographical Location

Findings suggest that geographical location does not affect the perception of school board presidents when selecting a Hispanic male superintendent. There were no significant differences found with personal or professional attributes. Since this study was conducted in Texas, other studies might show that geographic regions might have different perceptions when seeking a superintendent. For example, Torrence (1989) discovered that differences existed across geographic regions of the State of New York when board presidents were asked to identify specific superintendent attributes they desired in their superintendent candidates, thus signifying the importance of future superintendents to research the region of the district they wish to be appointed. The Collins (2005) study in Illinois stated that no matter how well defined, geography has a dramatic affect on board presidents' perceptions on the importance as well as those specifically selected characteristics a superintendent must acquire to be successful. In addition, Padilla's (2003) study supports Dunlop's (1997) findings that districts with high concentrations of minority students and board members often hire a superintendent with a similar background. However, in Texas there were no dramatic differences.

CONCLUSIONS

The following conclusions are based upon the results of the analyses of the data and the reported findings of this study. These conclusions are; (a) Texas school board presidents place a stronger importance on professional attributes than the personal attributes when having selected a Hispanic male superintendent. (b) Level of education,

previous experience in school administration, years of experience in education and licensure are important personal attributes when selecting a Hispanic male superintendent. (c) Honest/fair standards, personal integrity, visionary leadership, competence for the job, strong community/public relations skills, strong communication skills, goal oriented leadership skills and collaboration/team building skills organizational knowledge, decisiveness, financial/budgetary skills, and curriculum development skills are important professional attributes when selecting a Hispanic male superintendent. (d) Student enrollment in a district does not affect Texas school board presidents' perceptions as they select and hire Hispanic male superintendent. (e) Geographical location does not affect Texas school board presidents' perceptions relative to the importance attributes of a selected Hispanic male superintendent.

IMPLICATIONS FOR PRACTICE

Given the nature of this study, three implications for practice are outlined. These implications are: (a) School boards may consider Texas school board presidents' perceptions on attributes of a Hispanic male superintendent for recruiting, selecting and retaining Hispanic male superintendents, (b) Aspiring Hispanic male superintendents may use Texas school board presidents' perceptions on attributes of a Hispanic male superintendent to self-assess their skills and improve their performance by seeking additional training, investing in their growth and development, and by requesting the types of professional development they need from their school districts, and (c) Preparation programs, colleges and universities in search for research-based information about Hispanic male superintendents may utilize the personal and professional attributes

identified by this study. This information may be considered for the design and development of superintendent's preparation programs.

IMPLICATION FOR FURTHER RESEARCH

The results of this study not only contributed to several recommendations for practice but also suggest several implications for future research. The focus of this study was on perceptions of Texas public school board presidents related to Hispanic male superintendent's attributes only. However, the study did not take into consideration management styles nor did it aim at evaluating the Hispanic male superintendent credentials or preparation programs. Therefore, additional studies are needed.

Since the participants in this study were limited to Texas school board presidents in public schools only, a similar study be conducted on all Texas school board members at large. The perspectives of these participant groups regarding the attributes of a Hispanic male superintendent could prove to be enlightening for researchers and practitioners.

While there has been research conducted on minorities in educational administration and more specifically on Hispanic females in the superintendency position, there has been limited research and data on the superintendency focusing on male Hispanics. However, this study is limited to Texas and its finding may not be generalized to all Hispanic male superintendents. Therefore, this study could be replicated in other states or nationally.

SUMMARY

In summary, it's essential that school board members take into account the importance of considering both personal and professional attributes in the selection of a superintendent. It is equally as important for educational administration departments of university and colleges to acknowledge the attributes that a superintendent must acquire to be successful on the job. While it may be important for these preparation institutes to train future superintendents in all areas of the superintendency, it is just as important to educate aspiring superintendents on what personal and professional characteristics are needed. Proper preparation, both at the university level, as well as on the job will provide aspiring educational leaders, with the tools to become qualified to apply for the position of superintendent. While race and ethnicity may not be a consideration in the hiring of a superintendent, these should be viewed as positive attributes that provides a value-added consideration of the prospective candidate and the school district student demographics. Successful candidates, who happen to come from diverse backgrounds such as Hispanic, African-American or other ethnic group, and are also representative of the district demographics, may be in a better position to ensure that all students experience academic success.

APPENDIX A

Texas School Board Presidents' Perspective on Attributes of Hispanic Male Superintendent

This survey is being conducted to determine the perceptions of school board presidents in Texas regarding the personal and professional attributes of a selected Hispanic male superintendent, as well as to identify if size and geographic location of a district have significant influence on board perceptions. Please complete each question.

I. Descriptive Information

1. What is the total student enrollment in your school district?
 - a. Less than 500 b. 500-1499 c. 500-2999 d. 3000 or more
2. What is your school district's geographic location?
 - a. West Texas
 - b. Central Texas
 - c. South Texas
 - d. North Texas
 - e. East Texas
3. Gender: Male or Female
4. Ethnicity: White, Hispanic, African American, Asian, other: _____
5. School District Demographics:
 - a. Total Number of students _____
 - b. Students Ethnicity: White _____% Hispanic _____% African American _____% Other _____%

II. Personal Attributes

How did you rate the following personal attributes when you first selected a Hispanic Male Superintendent in your district?

1 = Not at all Important

5 = Extremely Important

Personal Attributes	Not at all Important	Somewhat Important	Important	Very Important	Extremely Important
Age	1	2	3	4	5
College/University Program	1	2	3	4	5
Ethnicity	1	2	3	4	5
Gender	1	2	3	4	5
Level of Education	1	2	3	4	5
Licensure	1	2	3	4	5
Marital Status	1	2	3	4	5
Organizational Memberships	1	2	3	4	5
Enrollment in Previous District	1	2	3	4	5
Type of Community Previously Served	1	2	3	4	5
Previous Experience in School Administration	1	2	3	4	5
Years of Experience in Education	1	2	3	4	5
Other, please specify	1	2	3	4	5
Other, please specify	1	2	3	4	5

III. Professional Attributes

How did you rate the following professional attributes when you first selected a Hispanic Male Superintendent in your district?

	1 = Not at all Important		5 = Extremely Important		
Professional Attributes	Not at all Important	Somewhat Important	Important	Very Important	Extremely Important
Collaboration / Team Building Skills	1	2	3	4	5
Competence for the Job	1	2	3	4	5
Strong Communication Skills	1	2	3	4	5
Strong Community / Public Relation Skills	1	2	3	4	5
Decisiveness	1	2	3	4	5
Curriculum Development Skills	1	2	3	4	5
Financial / Budgetary Skills	1	2	3	4	5
Goal-Oriented Leadership Skills	1	2	3	4	5
Honest / Fair Standards	1	2	3	4	5
Organizational Knowledge	1	2	3	4	5
Personal Integrity	1	2	3	4	5
Visionary Leadership	1	2	3	4	5
Other Professional Attributes					
Other Professional Attributes					

IV. Additional Comments

1. Were there any other specific experiences/attributes that influence your selection of Hispanic Male Superintendent?

2. Are there any other comments or considerations you would like to share about selecting and hiring a Hispanic Male Superintendent?

APPENDIX B

Permission Letter

May 4, 2008

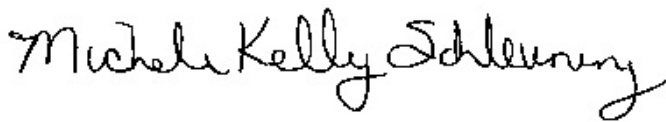
Mr. Jose Cervantes, Doctoral Candidate
12504 Sun Terrace
El Paso, TX 79938

Dear Mr. Cervantes:

At your request, I am granting you permission to replicate the copyrighted survey instrument that I developed for my doctoral dissertation entitled, "Iowa School Board Presidents' Perceptions Regarding Superintendent Candidate Characteristics (2003)", with the modifications that you have made to the instrument. It is my understanding that you will be using this survey instrument to conduct similar research in the state of Texas, and that your dissertation will identify me as the author of the original survey instrument.

After you have completed your research, I would be most interested in receiving a copy of your dissertation/research results. Best wishes in your doctoral studies.

Sincerely,

A handwritten signature in cursive script that reads "Michele Kelly Schleuning". The signature is written in black ink and is positioned below the word "Sincerely,".

Michele Kelly Schleuning, Ed.D.

APPENDIX C

Survey Instrument Cover Letter

March 2009

Dear School Board President:

This letter is to invite your participation in a doctoral study: Attributes of Hispanic Male Superintendents from a Texas School Board President's Perspective. This research is being conducted as a partial requirement for the Doctor of Education degree at The University of Texas at Austin.

The enclosed survey is being sent to all Texas school board presidents of district that have selected a Hispanic male superintendent. It will take approximately 10 minutes of your time to complete this survey as your input may be helpful to board president's state-wide. Neither you nor your school district will be identified in my research in connection with any specific reports or publications. The survey instrument is coded only to enable follow-up requests for districts that have not returned the instrument. All coding will be destroyed upon receipt of the instrument and before any data analysis is conducted. Return of the completed survey will serve as your informed consent.

Please return the survey in the self-addressed, postage-paid envelope by February 15, 2008. Should you have questions about the survey, or if you would like a summary of the results of this study, please contact me at 432-837-7701 or via email at jcervantes@alpine.esc18.net. If you have questions regarding your participation, please feel free to contact the Chair of the University of Texas at Austin, Dr. Martha Ovando, at 512-475-8575.

Sincerely,

Jose A. Cervantes
Doctoral Student in Educational Leadership

Enclosures

This study is being conducted under the direction of and with the approval of the student's doctoral committee at The University of Texas at Austin.

APPENDIX D

Survey Follow Up Letter

April 2009

Dear School Board President:

Approximately two weeks ago you received a survey entitled *Texas School Board President's Perspective on Attributes of Hispanic Male Superintendent*. The survey was developed for the purpose of research that I am conducting for the Doctor of Education degree in Educational Leadership.

For the study to be complete and to be representative of all Texas school districts who currently have a Hispanic male superintendent, I need information from as many Texas school board presidents as possible. Your responses to the items are completely confidential. The survey is numbered only for the purposes of determining who has or has not responded, and all coding will be destroyed upon receipt of the survey before any data analysis is conducted.

Your participation and prompt response will be greatly appreciated. If you have misplaced your survey, please contact me at 432-837-7701 or via email at jcervantes@alpine.esc18.net. Thank you for your attention to this research.

Sincerely,

Jose A. Cervantes
Doctoral Student in Educational Leadership

Dr. Ovando, Advisor
Professor of Educational Leadership

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Vita

Jose Alfredo Cervantes was born in Alpine, Texas. After completing his work at Alpine High School, Alpine, Texas, in 1984, he attended Sul Ross State University in Alpine, Texas, where he received his Bachelor of Science degree in 1988 and completed his Masters of Education degree in 1990. During the following 4 years, he was employed as a government teacher and coach at Van Horn High School in Van Horn. In 1994 he became Athletic Director in Tornillo, Texas. For three years, he was an assistant principal in Van Horn. He began his career as a principal in July 1, 1999 and served as principal of Van Horn Elementary/Jr. High School, Morton High School, and Pearsall High School. In the summer of 2002, he joined the Doctoral Executive Leadership Program at the University of Texas. In the summer of 2003 he was an Assistant Superintendent for Curriculum and Instruction / Human Resources in Fabens. Jose Alfredo became superintendent of schools in Alpine on July 2008 and currently holds that position.

Permanent address: P.O. Box 863, Alpine, Texas 79830

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